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ABSTRACT

This instructor's manual is a ten lesson curriculum designed to instruct young shooters in the skills of proper gun handling and marksmanship. Gunology (knowledge of guns and ammunition) and rules for air rifle competition are also discussed. (CJ)

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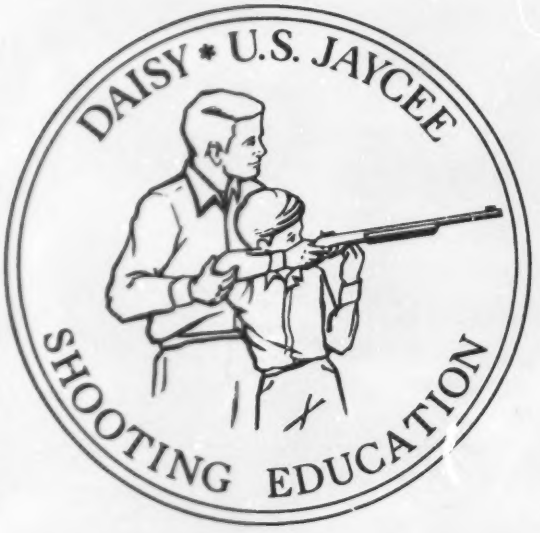
Daisy

SHOOTING EDUCATION



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10 LESSON CURRICULUM

SP 016 586

FOREWORD

The Daisy Shooting Education Instructors Manual is a 10 lesson curriculum designed to instruct young shooters in the skills of proper gun handling and marksmanship.

The curriculum also instructs in the areas of gunology (knowledge of guns and ammunition) plus rules and procedures for air rifle competition fired at 15 feet.

The guide is intended for use in schools, Jaycee Chapters, Boys Clubs, Y.M.C.A., Boy Scouts, Girl Scouts, Y.W.C.A., 4-H Clubs, FFA Chapters and other youth organizations conducting shooting education programs.

BEFORE YOU BEGIN

Before you begin to teach from the 10 lesson guide, here are a few notes you should be aware of.

Charts: A series of wall charts should have been received with your 10 lesson guide. Review these charts. They are for use with specific lessons.

Review: Go over the guide completely before your first class.

Note in your review there is equipment needed for each lesson. Some of the equipment can be obtained from your local sporting goods store on a loan basis. Some of the equipment you may have to make. To have a complete effective lesson you need all equipment and charts.

Let's look at the manual.

Lesson 1

This lesson is the first and should set the mood for the other lessons that follow. Make the first lesson one of your best.

Equipment: Note you will have to bring in modern firearms for this class. You can obtain these from friends or ask your sporting goods dealer to loan them to you. You will also need samples of unloaded ammunition. Gun clubs, people that re-load ammunition, police departments have samples of non-live ammunition.

Extra material: If possible have enough copies of the Code of the Daisy Rifleman printed to give to each youngster in your class.

Lesson 2

Charts: To help display the wall charts it is a good idea to glue the chart to a piece of card board. You can then stand the chart and pass it around the class or post the charts on a visible wall.

In this lesson the students are more active and can easily become noisy. A whistle helps control your class.

In lesson two you are playing a game called "Freeze" (page 7). The ball used in this game should be the size of a basketball or larger.

Lesson 3

Prepare copies of the sighting chart for each student in your class.

Page 11 of lesson 3 we use the "Lollipop Theory" to teach sight picture and sight alignment. If possible an actual lollipop given to each student helps with this section.

Lesson 4

Lesson four we begin to shoot. Mats are needed for students to lie on. You can use school gym mats, rugs or regular shooting mats. You will also have to set up a range. Turn to page 8 of lesson 2 to see suggested range set-up plan.

Lesson 5

Once again you have to set up a range. Do this before your class begins.

Because you are adjusting sights in this lesson a screwdriver and pliers may be needed to loosen the adjustment screws on the rear sight.

Make enough copies of the "Errors in Sight Picture Chart," found on page 18 of lesson 5 for each student in your class.

Lesson 6

This lesson a test is given. Have enough pencils and paper for each student.

Your range must be set up ahead of class time.

More assistant coaches are needed during lesson 6. These men can help you score both the tests and targets.

Make your score sheet on lined paper or regular ledger paper.

Lesson 7

This is parents' night. Show the parents what the youngsters have learned.

Have all your equipment on hand, every piece of equipment used in the previous six lessons.

Have your certificates and patches that will be awarded ready for this class.

You may want to have a little reception after the program —coffee, cokes, and cookies.

Lesson 8

You now begin work on your students that will compete. Competition is the main subject.

For lesson 8 and future lessons 9 and 10, the official 10 bull target should be used for practice.

You may also want to use the more accurate match B•B ammunition.

It might be helpful to your students to give each one a booklet of the Official Rules for B•B competition.

Lesson 9

If needed you may want to put the better Redfield Record Receiver rear sight or the Williams 5-D rear sight on your guns. These sights give you a more accurate and longer range for sight adjustment.

Lesson 10

Note if you have Model 99 or Model 299 guns. Model 299 guns do not come equipped with a sling. To teach sling use and adjustment you will need slings on your guns.

The E-Zee-Score gauge mentioned in equipment needed can be obtained from Daisy or the Rig Products Company, Oregon, Illinois 61061. Ask for the .177 cal. scoring gauge.

Summary

Keep in mind to review each lesson at least two days in advance. Secure all necessary equipment. Make copies of needed written materia .

But above all be totally prepared for each and every lesson.

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DAISY SHOOTING EDUCATION PROGRAM

LESSON I

Note to Instructor

I. Prepare for each lesson at least one day in advance. Have all handout material printed or copied in ample amounts.

II. Be prepared with adult help and equipment. Your turnout will be larger than anticipated.

III. Start and finish your classes on time.

IV. Open your classroom or gymnasium thirty minutes before the program begins.

V. Have all equipment and material in place and in ample quantities before the program starts.

VI. Arrange for on-site storage of your equipment.

LESSON I

INSTRUCTOR'S GUIDE

SHOOTING EDUCATION PROGRAM

LESSON OUTLINE

1. Introduction ..... 10 Min.
2. Knowledge of Guns and Ammunition ..... 25 min.
3. Rules of Safe Gun Handling ..... 25 min.

PURPOSE OF LESSON I

1. To introduce each student to the topics of this program.
2. To demonstrate and teach each student the different types of popular sporting firearms.
3. To teach each student the different types of modern sporting ammunition.
4. To teach each student the ten basic rules of proper gun handling.

PERSONNEL NEEDED

One instructor — three assistants

EQUIPMENT NEEDED

Shotguns—Types: pump, autoloading, bolt action, double barrel, single barrel.

Rifles—Types: pump, bolt action, lever action, semi-automatic, pneumatic and CO_2 rifle. Two Daisy Model 99 B•B guns.

Ammunition—Samples of different gauge shotgun ammunition. Samples of different caliber rifle ammunition.

Note: Make sure all ammunition is not live. Do not bring loaded or live ammunition to your classes.

Charts—Code of the Daisy Rifleman—Gun and Ammunition Charts

Note: Give each student a copy of the Code of the Daisy Rifleman before class begins.

INTRODUCTION

(Special instructions to instructor, throughout the lessons, will be enclosed in parenthesis.)

INSTRUCTOR: (Read the sentences that are in bold face to class).

(HERE WE GO)

Shooting and the shooting sports are some of the most popular recreation activities in America.

Shooting is a lifetime sport. You can learn to shoot at a very young age and continue to enjoy shooting until you are very old.

You do not have to be big, strong, fast, or a star athlete to shoot and to learn to be a good shooter.

Girls enjoy shooting as much as boys and can shoot just as well as a boy and sometimes better.

Shooting is a safe sport and fun for everyone.

Our instructors will help you in every way during the next six weeks to make you a good safe shooter.

You will learn the following things during this program:

1. **Gunology (which means knowledge of different types of guns and ammunition)**
2. **Rules for proper gun handling.**
3. **You will practice correct gun handling.**
4. **Rules for safe hunting.**
5. **Parts of guns.**
6. **How to aim a gun.**
7. **How to shoot in the prone position.**
8. **Rules for firing your gun on a rifle range.**
9. **You will fire the B•B guns at targets.**
10. **You will have shooting matches.**
11. **The seventh lesson will be a lesson for your mom and dad. You are to invite your parents to this lesson and let them see what you have learned.**
12. **Those students shooting the highest scores, plus doing well on the written test will be selected to be on our B•B gun team. These students will learn advanced shooting skills and take part in the State B•B Gun Match. We will provide vests with our team name, ...(Name)....., on the back. These top-scoring shooters' names will be announced at our parents' night.**

PART II

Gunology (Knowledge of guns and ammunition)

For the next twenty-five minutes we will show you some different types of shotguns and rifles. We will also explain how you match the correct ammunition to the correct gun.

Let's Talk About Shotguns

This is a shotgun. (Hold up a shotgun for the class to see). **The most dangerous part of this gun and any gun, is the end of the barrel.** (Point to the end of the muzzle.) **Remember this rule:**

ALWAYS KEEP THE END OF YOUR GUN BARREL POINTED IN A SAFE DIRECTION

(This basic rule of safe gun handling must be emphasized over and over during the class. To get the point across further, wrap a piece of red tape around the end of each gun barrel that will be used during the program. This tape serves as a constant reminder to the students that this part of the gun is the most dangerous and must be pointed in a safe direction at all times. The tape also aids the Instructor in locating guns that are being handled in an unsafe manner. "Try it—you'll like it.")

Shotguns

Shotguns are the most popular sporting guns today. More shotguns are used in hunting than rifles. Shotguns are also used for clay target shooting in the sports of trap and skeet.

A. **The reason they are called shotguns is that they shoot small round pellets called shot.** (Pass among your group samples of lead shot.)

B. **The shotgun barrel is smooth on the inside. The barrel is called smooth bore.** (Use Gun & Ammo Chart. Rifle and shotgun barrels.)

C. **The shotgun is used for sporting games and hunting where you do not have to shoot over 100 yards at your target. At a close distance, a shotgun can do a lot of damage and is dangerous.**

D. **These are the different types of shotguns that are in use today.** (Show and explain each gun.) (Use the Shotgun chart.)

   A. **Pump Action**
   B. **Autoloading**
   C. **Double Barrel**
   D. **Over and Under**
   E. **Bolt Action**

Before you take a shotgun into the field, you must know how your gun works.

Gauges

Shotguns use different sizes of ammunition or shells. Each size is called a gauge. Popular shotgun gauges are 10-12-16-20-28 and .410. (Show class an empty shot shell of each gauge. Emphasize the difference in the shell sizes.)

Chokes

Shotgun Chokes—**A choke on a shotgun controls how fast and how wide the shot will spread once it leaves the end of the barrel. The different kinds of chokes are:** (Point to chokes on Know Your Gun and Ammo Chart.)

1. **Open**
2. **Modified**
3. **Improved**
4. **Improved cylinder**
5. **Full**

Depending on what kind of shooting you are doing, close up or far away, will determine the type of choke you will use. Some shotguns have an adjustable choke on the end of the barrel. Most guns have a fixed choke inside the end of the barrel, this choke cannot be changed.

Sights

Shotgun sights—Because a shotgun is shooting hundreds of shotgun pellets, (shot), **sights are not necessary.** (Explain this by showing the example of throwing one stone at a can or throwing a handful of stones at the can.) **Your aim is necessary throwing the one stone, but not necessary throwing a handful of stones.**

Therefore, you point a shotgun, not aim it.

Damascus Barrels

A long time ago, shotgun barrels were made by welding twisted wire together. These were called Damascus Barrels. These may be found in use today. Be sure that your barrel is solid steel. Damascus barrels are not safe and should not be used. (Modern shotgun ammunition will blow the Damascus Barrel apart.) (Point to Damascus Barrels on Know Your Gun and Ammo Chart.)

Make sure all shotgun barrels are free of dirt. Do not shoot a gun if the barrel is clogged. An obstruction in a shotgun barrel will cause the barrel to shatter.

Shotgun Ammunition:

A. **Shotgun pellets come in different sizes. Each size is numbered, the largest is Size 00. The smallest size is Size 12.** (Have samples of various shot sizes for the class to see.) (Point to Shot Size on Know Your Gun and Ammo Chart.)

B. **The reason shot sizes are different is because the shotgun is used for so many shooting games. The shotgun is used to hunt deer in some states. It is also used to break clay targets. You need large size shot pellets when hunting, but you only need small pellets to break clay targets.**

C. **Shotgun shells also have different power. Magnum shells are powerful shotgun shells. These shells will fire the shot pellets further than the regular shot shell.**

D. **Shotgun shells also fire bullets. In shotguns these bullets are called slugs. A slug is a large piece of lead either in the shape of a ball or bullet. The slug is placed in the shotgun shell instead of the pellets. Slugs are used mainly to hunt deer.** (Point to shotgun slug shell on Shotgun Chart.)

E. **As you can see by the different size of these shotgun shells,** (hold up 12-20-.410 gauge shells) **it would be dangerous if a .410 shell were placed in a 20 gauge gun, or a 20 gauge shell in a 12 gauge gun. The shell would fall into the barrel and become lodged there. The shooter possibly would make a mistake and place a correct size shell in the gun and fire the gun with the barrel clogged by the other shell. This is the reason why you never carry two different size shotgun shells in your pocket while shooting or hunting. Carry only the same gauge shells as your gun will shoot.** (Point to barrel obstruction on Know Your Gun and Ammo Chart.)

Rifles

The major difference between rifles and shotguns is found in the barrel. The rifle barrel has grooves cut into the inside of the barrel. These grooves are called rifling. The rifling causes the bullet to spin as it passes through the barrel. (Point to barrels on Know Your Gun and Ammo Chart.)

Rifles only shoot one bullet, at a time, where shotguns shoot many pellets. The rifles and bullets, like shotguns, come in different sizes. These sizes are called calibers. Calibers run from .17 up to as large as .458 or larger.

The size of rifle you use and the size caliber bullet will depend on what type of shooting you are doing.

Twenty-two caliber is ideal for target shooting, .30-06 caliber is used for deer hunting.

Like shotguns, rifles come in different sizes and models. Here are some of the examples. (Demonstrate the way to load, unload, and locate the safety on each of the following models):

A. **Bolt action**

B. **Lever action**

C. **Pump**

D. **Semi-automatic**

(Stress that any safety on a rifle or shotgun is not a guarantee that the gun will not fire when the safety is "ON." Because a safety is made of metal, it may break or malfunction.)

Rifle Ammunition

Rifle ammunition comes in different sizes. The larger the shell, the more powerful it is. (Show a .22 caliber and compare it to a .30-06 shell.) (Use Rifle Chart.)

Rifle bullets can travel long distances. Example, this .22 caliber shell can fire the bullet more than one mile.

The .30-06 can fire the bullet more than three miles. It is important that you know what is beyond your target. A bullet can travel and hit a house, a car, or building, a mile away and you may not know it.

"ALWAYS BE SURE OF YOUR TARGET AND WHAT IS BEHIND THAT TARGET."

Pneumatic Guns

Pneumatic guns, (hold one up), **use air to fire pellets and and B•Bs. Most of these guns use a pump to put air into a chamber. The air is stored in the chamber until the gun is fired. The air that is released forces the B•B, or pellet out of the barrel. Pneumatic guns can fire these B•Bs and pellets at different speeds. The speed depends upon how many times the gun is pumped and how much air is stored in the guns' air chamber.**

CO_2 Rifles

A CO_2 gun uses liquid gas (carbon dioxide) **that is stored in a tiny metal bottel.** (Show a CO_2 Jett and a CO_2 Gun) **When the bottle is placed in a CO_2 gun, the seal on top of the bottle is punctured; this lets the liquid turn to a gas. When the trigger of the CO_2 gun is pulled, a set amount of gas rushes from the bottle into the gun; this gas pushes the B•B or pellet out of the gun barrel.**

B•Bs and Pellets

(Pass these around your class.) **This is the ammunition of air guns, CO_2 guns, and pneumatic guns.**

Daisy Model 99 or 299

This is our gun. We will actually use this gun in our classes. (Hold the gun up.)

1. **This gun is a spring air B•B gun.**
2. **We can shoot this gun indoors.**
3. **This gun, like the rifles and shotguns, must be treated with care and respect. Always keep the barrel pointed in a safe direction.**
4. **This is how the gun works:**
   A. **B•Bs are loaded into the barrel.** (Into the shot tube if you are using the Model 99.)
   B. **The gun is cocked by pulling the lever forward until it clicks.**
   C. **Bring the lever back into position.**
   D. **Aim at your target and squeeze the trigger.**

(Pass the B•B gun through your class. Tell the students to cock and fire the gun, each one. Now you and your assistants check to see if the students are handling the gun safely and especially check to see that the barrels are pointed in a safe direction at all times. Note: Do not pass a loaded B•B gun around your class. Point out to the class how many times the gun is handled unsafely.)

Rules of Proper Gun Handling

Now, let's check the ten basic rules for proper gunmanship. (Point to chart, Code of the Daisy Rifleman.)

Rule 1. **Treat every gun as if it were loaded.**

(Ask the class what does this mean.) **A correct gun handler always checks to see if a gun is loaded. You take no one's word, you always check yourself.**

"I didn't know the gun was loaded," is no excuse for an accident.

Rule 2. **Always point the barrel in a safe direction.**

We covered this at the start of the class.

This might take the place of Rule 1. Remember, before you check to see if the gun is loaded, point that barrel in a safe direction.

Rule 3. **Never carry a loaded or cocked gun into your car, home, camp, or public place.**

When you are finished hunting or shooting and want to go into a car, your house, or camp, unload your gun. If possible put your gun in a gun case. Store it in a gun cabinet. Never carry a gun into a public place. When storing your gun, even for a few minutes, make sure your ammunition is locked in a strong box or cabinet.

Rule 4. **Never climb a tree or fence or jump a ditch with a loaded gun.**

Why not? (Wait for about five answers. Ask:) **How many of you have seen people break this rule?**

This rule is the most neglected rule in proper gun handling.

More people break this rule than all the other rules put together. They feel it is too much trouble to unload their gun every time they come to a fence or ditch. You make sure you do not break this rule!

Rule 5. **Never shoot at a flat, hard surface, or the surface of water.**

Do you think bullets, pellets, and B•Bs bounce? (Wait for three answers.) **Yes, they do.** (Demonstrate by bouncing a B•B off the floor.) **Bullets also bounce off of rocks and other hard surfaces. This is called a bullet ricochet.**

Do bullets skip off of the water (Wait for an answer.) **Rocks skip off of water, so do bullets. Never shoot at water.**

Rule 6. **Be sure of your backstop.**

A backstop is something used to stop a bullet, pellet, or B•B. Hills, trees, a pile of sand, or a man-made bullet trap are used to stop bullets.

A hill free of any rocks is probably the best backstop.

Why would shooting in a large pile of rocks be unsafe?

Rule 7. **Be sure of your target.**

If you are hunting, you must know what the game animals look like. Be able to identify legal game animals.

A. **Never fire at a movement.**

B. **Never fire at a sound.**

C. **Never fire at a patch of color.**

You must be absolutely certain of your target before you pull the trigger.

Rule 8. **Be sure your barrel and action are free of obstructions.**

You must be sure your gun is in good working condition.

If something breaks on your gun, do not try to fix it yourself, take it to a gunsmith.

After each use of your gun, clean the gun, and oil it. Do not over oil, a few drops of oil will do.

Make sure your barrel is free of mud, snow, and dirt while in use.

Check all new guns for excess grease. Be sure to clean a new gun before using it for the first time.

Rule 9. **Know your gun and ammunition.**

You must know how each gun works before you shoot it.

Each gun, whether it is a shotgun, rifle, or air gun, has the size of shell or pellet (gauge, caliber) marked on the gun. Know what size shell or pellet your gun uses.

Only carry the same size shell as your gun. Never carry different sizes of ammunition.

(Ask why.)

Do not shoot old worn out guns, or guns that have Damascus barrels.

Rule 10. **Respect people's property.**

Remember, most of the time, you are shooting or hunting on someone else's land. Treat the property as if it were your own.

A. **Close all gates behind you.**

B. **Ask permission to use others' land.**

C. **Thank farmers and others when you finish hunting.**

D. **Offer to share your game animals with the land owner.**

E. **Do not be upset if you are refused use of someone's land. There is a good reason why they said, "NO."**

These are your basic rules for safe gun handling and gunmanship. They give you good manners in the field and on the range.

Each of you should learn these rules and know why they exist. You will be tested on these later in the course.
Next Class:

(Announce):

Next class will meet: Date .....,

Time ....., Place .....

We will cover how to handle a gun while in the field.

Each of you will practice proper gun carries and how to walk with your friends while hunting.

See you next class.

LESSON II

LESSON OUTLINE

1. Correct Gun Handling ..... 20 min.
2. Zones of Fire ..... 20 min.
3. Parts of Gun ..... 20 min.

PURPOSE OF LESSON II

1. To teach each student proper gun handling.
2. To practice gun handling under field conditions.
3. To teach students parts of guns.

PERSONNEL NEEDED

One Instructor—Three Assistants

EQUIPMENT NEEDED

Three Daisy Model 99 B•B Guns
One large rubber ball
One Daisy Gun Chart
One Daisy Gun Carry Chart
One shotgun
One rifle
Zones of Fire Chart

PROPER GUN HANDLING

(Begin Lesson II with a review of the 10 rules for proper gun handling. Demonstrate the correct procedure for correct gun handling.

A. **Point the barrel in a safe direction.**

B. **Put the safety on.**

C. **Open the action.**

D. **Check to make sure the gun is not loaded.**

(Emphasize that these steps should be taken every time you handle a gun. Select three students from your class to come forward and demonstrate the above steps for Safe Gun Handling.)

FIELD GUN CARRIES

If you want to hunt and have the opportunity to do so, you will have to learn the correct way to carry a gun while in the field.

Because guns are heavy, you will want to change your carry position several times while in the outdoors.

You should know at least four ways to carry a gun properly.

These are the three basic rules for carrying a gun:

1. **Barrel pointed in a safe direction.**
2. **Safety "ON."**
3. **Finger is off the trigger and outside the trigger guard.**

These are the four gun carries we will learn in this lesson.

(Have an assistant demonstrate each carry as the instructor explains each carry.) (Use the Gun Carry Chart.)

1. **This is called the "Ready Carry." You are carrying the gun in the ready position.**

   A. **Point the barrel of the gun up and to a point left between your head and shoulder.**

   B. **Grip the forearm with your left hand.**

   C. **Place the right hand on the pistol grip of the stock, "Finger Off The Trigger."**

   (Lefthand shooters will reverse these instructions.)

1

2. **The second carry is called the "Cradle."**

   A. **Grip the right hand around the pistol grip.**

   B. **Bend your left arm to form a cradle.**

   C. **Place the forearm of the gun in the left arm where the elbow bends.**

   D. **Place your left hand under the gun at the trigger guard.**

   E. **The barrel is pointed up and to the left.**

2

3. **The third carry is called "Underarm."**

   A. **Place the stock under your arm pit.**

   B. **Cradle the gun forearm on your forearm.**

   C. **Your right hand should be touching your belt.**

   D. **The gun barrel is pointed down and away from the body.**

3

4. **The fourth carry is called "Marching."**

   A. **Place the gun forearm on your right shoulder.**

   B. **Grip the butt of the stock with your right hand.**

   C. **The barrel is pointed up and over your shoulder.**

4

(Go over the four carries again.) (Use Gun Carry Chart.)

Keep in mind our basic safety rule, "Keep the barrel pointed in a safe direction at all times."

The type of carry you will use will depend upon where you are, where your companions are, and what you are doing.

(Using all the students, put them through the following exercise:

Break the class into three groups with three students per group. Working with one group at a time, give each person in the individual group a B•B gun. Have each group, one group at a time, practice walking, demonstrating the four basic carries under these field conditions:)

1. **Three people abreast.**
2. **Three people walking single file.**
3. **Three people crossing a fence.** (Use chairs to simulate the fence.)
4. **Three people getting into and getting out of an automobile.** (Use four chairs to simulate an automobile.)
5. **Three people getting into and out of a boat.** (Use four chairs to simulate a boat.)

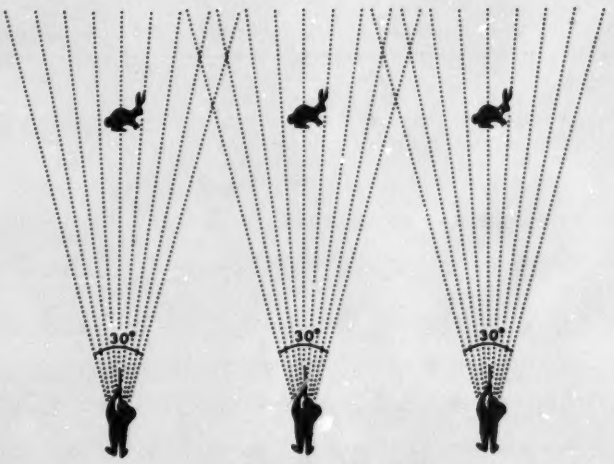
(You must remind your class of barrel direction and to unload the guns when crossing fences, getting into and out of cars and boats.)

SHOOTING ZONES (AREAS) WHILE HUNTING

(Use Zones of Fire Chart.)

When you are hunting with someone else or a group of people, you must know where each person is and his position in the field. This is very important when you are hunting small game; such as rabbits, quail, pheasants, etc. When in the hunting fields and enough open area permits, you should walk abreast, all hunters walking in a row. Make sure that all people in your group stay together, if one person slows down or lags behind, have everyone stop until the slow person catches up. When hunting in a row, or abreast of one another, each person has his own private shooting zone. Do not shoot at game in someone else's shooting zone. (Show the chart Shooting Zones.)

Follow this rule: Never let your gun barrel cross in front of the person beside you.



LET'S TRY THIS GAME. The game is called "Freeze."

(Put the class into their groups of three. Using a red rubber ball; this is the game animal; have your first group of three walk three abreast, carrying unloaded B•B guns, using proper field gun carries, down the floor. The instructor will first roll the ball down the floor in front of the "student hunters." **Shout, "It's a rabbit."** As the group point the guns at the rolling ball, now yell **"Freeze."** At this command, the students are to freeze in the exact position they were in when the command was given. Check to make sure they are aiming within their shooting zone. Vary the direction of the ball, throw the ball back over a group's heads, use your own variation of ball direction. Do the freeze game with each group and point out mistakes in each group so the entire class can see the common shooting zone errors.)

Be sure to follow these rules while in the field:

1. **Have self control.**
2. **Do not shoot at sounds or movements.**
3. **Shoot at a whole target.**
4. **See the "WHOLE THING."**
5. **Before you shoot, know what is beyond your target. Is there a house, road, or person behind your target?**
6. **If you become lost in the woods, a worldwide signal for help is, fire three shots as fast as you can. If someone hears you, they will answer by firing three shots. When your signal is answered, stay where you are and fire three more shots. Wait ten minutes and fire three more. Do not panic, you will be found.**

   Note: This signal is effective if used after dusk. It will not be recognized if used during daylight hours.

That's it for tonight. Next class will be: Date _____,

Time _____, Place _____.

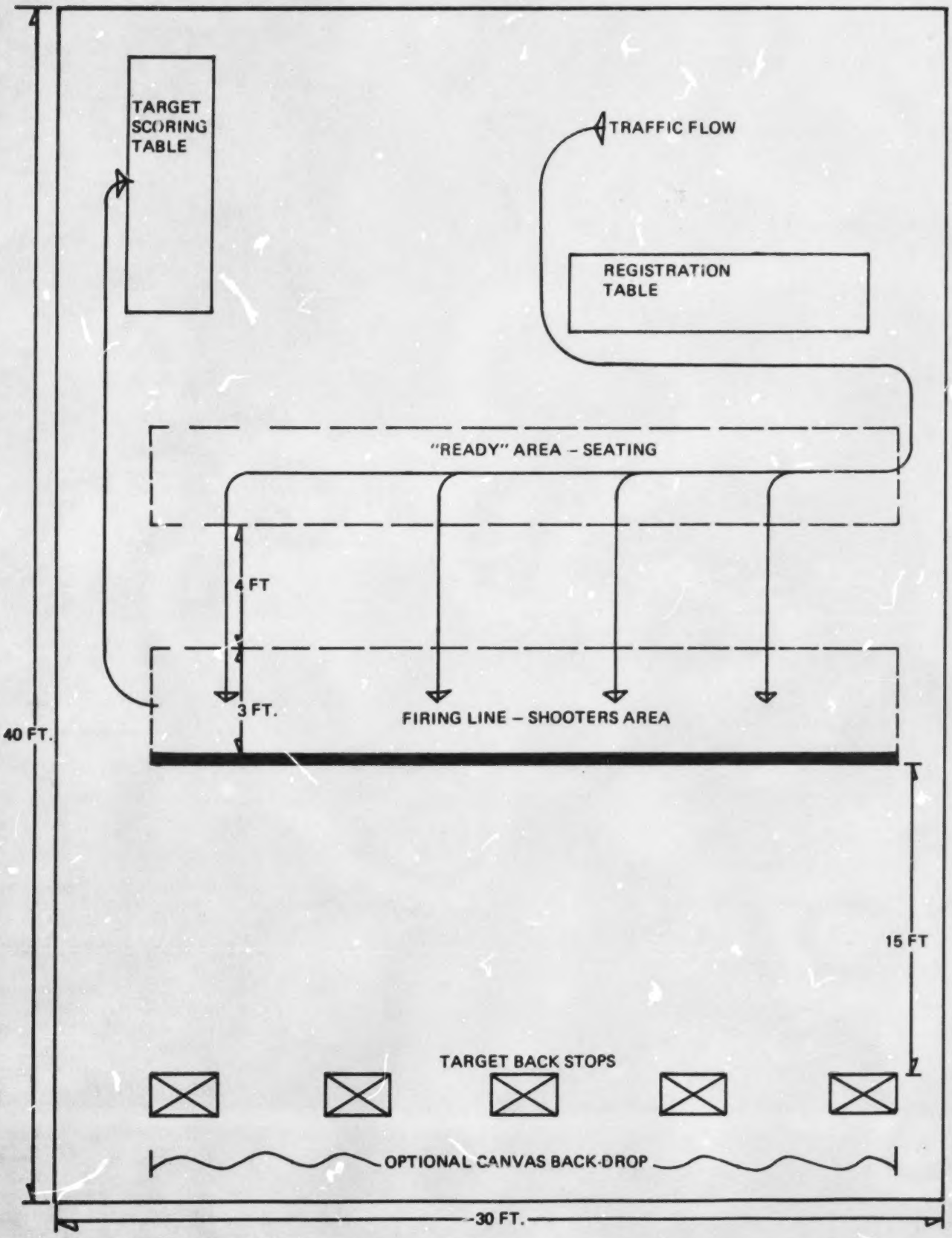
Next class we will learn:

1. **Which eye is called our Master Eye.**
2. **The correct way to shoulder a gun.**
3. **How to aim a gun.**

CODE OF THE DAISY "BB" RIFLEMAN

- Treat every gun as if it were loaded and ready to shoot.
- Never carry a gun into your home, camp or public place loaded or cocked.
- Always be sure your gun barrel is clean and not plugged.
- Carry your gun so you can control the direction of the muzzle, even if you stumble.
- Be sure of your target before you pull the trigger.
- Never point a gun at anything you do not want to shoot.
- Guns not being used should always be unloaded.
- Never climb a tree or fence or jump a ditch with a loaded gun.
- Never shoot at a flat, hard surface or the surface of water.
- Respect other people's property.

SUGGESTED RANGE LAYOUT



LESSON III

LESSON OUTLINE

1. Dominant Eye Exercise ..... 10 min.
2. Shouldering Exercise ..... 30 min.
3. Sighting and Aiming ..... 20 min.

PURPOSE OF LESSON III

1. To discover master eye effect on shooting.
2. To eliminate master eye problems.
3. To teach correct shouldering of the sporting air rifle.
4. To teach correct sight alignment and sight picture.

PERSONNEL NEEDED

One Instructor—Three Assistants

EQUIPMENT NEEDED

Daisy Model 99 Charts
Errors in Sight Picture Chart
Daisy Sighting Chart
Instruction Sheets — Sighting Chart
All of the Daisy Model 99 B•B Guns

DOMINANT EYE

(Have the class seated in front of and facing the instructor.)

Note to Instructor: The dominant eye or master eye theory is based on the fact that one eye focuses directly on a given subject while the other eye focuses indirectly on a given subject.

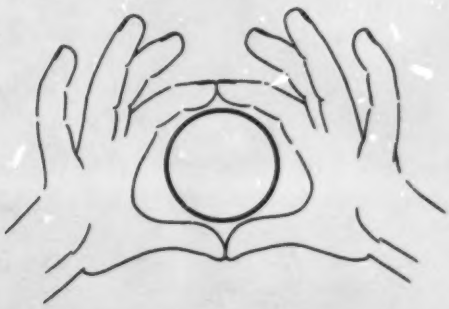
While doing the dominant eye exercise, the illusion of movement will appear to the student when looking at the subject with the non-master eye.

In the exercise you are asking the class to look at your nose with both eyes through the hand circle.

When they close their non-dominant eye and look through the circle with their master eye, your nose will remain in the center of their hand circle. When they look at your nose with the non-dominant eye, your nose will move out of the center of their hand circle. Try the exercise yourself several times before you have the class go through it.

Each person has a master eye. The master eye looks directly at objects. It is important that you shoot from the same shoulder as your master eye. If you have a right master eye, you should shoot from your right shoulder. If you have a left master eye, you should shoot from your left shoulder. What we want to do now is find out which one of your eyes is the master eye, the left eye or the right eye. Let's all do this.

1. **Make a circle using both your hands. Place the thumb and first finger of both hands together to make a circle.** (Demonstrate this to the class.)



2. **Extend your arms all the way out, hands together, circle in front.** (Demonstrate to the class.)

3. **Look through the circle, with both eyes. Now look at my face. With both eyes looking through the circle, put my face in the center of the circle. Now look at my nose.** (Demonstrate—put your finger on your nose.)

4. **Now close your right eye. Now close your left eye. Did you see my nose move?**

5. **Now all people that shoot from the right shoulder put your arms down and rest. All people that shoot from the left shoulder, arms up, form your circle, with both eyes open, put my face in the circle, now look at my nose. Now close your right eye, did my nose move? How many people had my nose move when they closed their right eye?** (Note these people and have them sit together.) (These people have a right dominant eye, they should shoot from the right shoulder.)

6. **Now all people that shoot from the right shoulder, arms up, make your circle, put my face in the center of the circle with both eyes open. Look at my nose. Now close your left eye. How many people had my nose move when you closed your left eye?** (Note these people and have them sit together.) (These people have a left dominant eye. They should shoot from the left shoulder.)

Note: (In this master eye test, the person that shoots from the right shoulder should have a right master eye, the reverse is true for a person that shoots from the left side. The problem occurs when the right shoulder shooter has a left dominant eye and the left side shooter, a right dominate eye. These people will never be successful shooters unless you correct the situation. Here are your corrections):

CORRECTIONS MASTER EYE

1. (If at all possible have the students shoot from the same shoulder as their dominant eye.)
2. (If it is impossible to change shoulders, they must always shoot with the master eye closed.)
3. (Shooting with the master eye closed will cause the shooter to shoot to the side of the master eye. Sight alignment corrections must then be made in order for the student to receive any type of success.)

(If at all possible, have your students shoot from the same side as their Master Eye.)

SHOULDERING

(Have the class standing.)

The second most important thing to learn is how to shoulder the gun correctly.

(Go through the following exercise.)

1. **The first thing you have to know is where the gun fits in your shoulder. Let's all do this, right shoulder shooters. With your right arm, bend the arm at the elbow, touch the center of your chest with your right hand, raise your elbow so it is even with your shoulder. This is called a "Chicken Wing." With your left hand, right arm still raised, find the pocket in your shoulder. The pocket is located between the shoulder muscle and the collar bone. Press hard on this pocket, remember where it is.**

Good! Now let's do that again. Everyone, left hand and right hand shooters.

1. **Arm bent, raise elbow to "Chicken Wing."**
2. **With your left hand, find that pocket.**

(Break your class into as many groups as you have guns. If you have four guns, you will have four groups, five guns, five groups, etc. In each group have each youngster go through the following shouldering exercise.)

SHOULDERING EXERCISE

1. **Shooters take the gun in your left hand (right hand for left shoulder shooters) grip the gun at the forearm.**
2. **Chicken wing your right arm,** (Chicken wing left arm for lefties.)
3. **Now with your left hand, place the butt of the gun in your shoulder pocket.** (Opposite for lefties.)

4. **With your right hand (left hand for lefties) place your hand on the pistol grip, and KEEP YOUR FINGER OFF THE TRIGGER.**

5. **Keep the gun pointed straight up in the air. Place your cheek gently on the stock, very gently. Keep the gun pointed straight up.**
6. **With both eyes, look at the front sight, cheek on the stock, gun up in the air, finger off the trigger, left hand on forearm.**
7. **Move your left foot forward, about one foot,** (right foot for lefties.) **Lean on your left foot.**

8. **Now keep looking at the front sight, move the gun down to shoulder level, keeping the gun to your shoulder.**

(Have each student go through the exercise. Speed things up with these commands.)

1. **Gun in the left hand.**
2. **Chicken wing right arm.**
3. **Put the gun in your shoulder pocket.**
4. **Right hand on pistol grip, finger off the trigger.**
5. **Face gently on the stock.**
6. **Both eyes on the front sight. Keep the guns pointed straight up.**
7. **Look at the front sight, left foot forward, weight on the foot.**
8. **Keep eyes on the sight, guns up, gun in the shoulder pocket, now move the gun to shoulder level, eyes on sight.**

That's great! You all look like experienced safe shooters.

SIGHTING

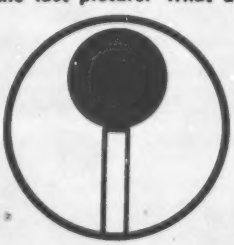
(Have the class seated facing the instructor.)

Now that we know how to hold the gun and we know which eye is our master eye, the next thing to learn is how to sight the gun. We must learn correct sighting in order to shoot safely. You must be able to hit the target you are shooting at. People that are not able to hit their target are very unsafe shooters.

(Turn to your Model 99 Nomenclature Chart. Point out the rear sight and front sight. Mention that the front sight is inside a hood or tube. The rear sight is called a peep sight. This is because there is a very small peep hole to look through the rear sight.)

Now let's look at the sighting chart. The sights we will be using are on the first row.

Let's look at the last picture. What does this look like?

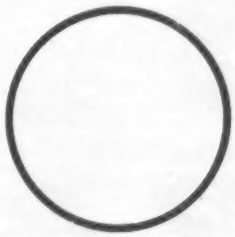


It looks just like a lollipop. This is the lollipop.

This is the lollipop stick.

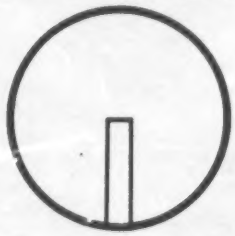
POST FRONT SIGHT

This is the lollipop stick finder.



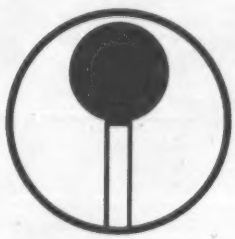
PEEP REAR SIGHT

All we have to do is find the lollipop stick (front sight) by looking through the stick finder (rear sight).



PROPER ALIGNMENT

Once we find the lollipop stick, we put the stick on the lollipop (bullseye).



As soon as the stick is on the lollipop, you squeeze the trigger and shoot the lollipop. The stick must be on the lollipop, where lollipop sticks go, on the bottom.

(Line 2. Using the aperture front sight which is in the configuration of a donut, explain to the youngsters that they have to find the donut by looking through the rear peep sight, placing the donut as in the third figure, and completely in the center of the rear sight, and filling the donut with licorice, the licorice now becoming the bullseye. On line 3 for the open rear sight, once again we are placing the lollipop stick on the lollipop. The difference here being that the lollipop stick must be in full view and even with the top of the rear sight as seen in Figure 3 and then place the lollipop stick on the lollipop as seen in Figure 4. Continue to go back and repeat the differences in these sight pictures as many of your youngsters will have guns, both firearms, and B•B guns, that have different types of sights. It is important that they know the proper sight alignment and sight picture for any type of sight they might encounter. Now emphasize the fact that the guns that we will be using in class use the peep rear sight with the post front sight as in the top figures on your Daisy Shooting and Sighting Chart.)

That's it for tonight. Next class will be: Date _____,

Time _____, Place _____.

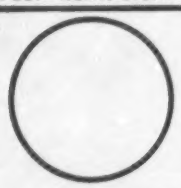
SIGHTING CHART
DAISY TRAINING AIR RIFLES

PEEP REAR SIGHT

POST FRONT SIGHT

PROPER ALIGNMENT

PROPER SIGHT PICTURE



PEEP REAR SIGHT

APERTURE FRONT SIGHT

PROPER ALIGNMENT

PROPER SIGHT PICTURE

OPEN REAR SIGHT

POST FRONT SIGHT

PROPER ALIGNMENT

PROPER SIGHT PICTURE

LESSON IV

LESSON OUTLINE

1. Class organization ..... 15 min.
2. Review shouldering ..... 10 min.
3. Review sight picture ..... 5 min.
4. Teach the prone position ..... 5 min.
5. Live firing ..... 25 min.

PURPOSE OF LESSON IV

1. To organize your class into safe working teams.
2. To review gun shouldering and sight picture.
3. To teach the correct prone position.
4. To have each student fire from the prone position.

PERSONNEL NEEDED

One Instructor—Three Assistants

EQUIPMENT NEEDED

All your B•B guns

Mats for prone shooting

B•Bs and targets

Target boxes

Tape (scotch) 5 rolls

Shooting Position Chart

Sighting Chart

Note: Set up the range before the class begins.

CLASS ORGANIZATION

(It is important that each youngster in your class be kept active. In order to give each person something to do, you must organize our class into separate teams. The organization of these teams calls for three people to be on a team. Each team will need one gun and one pad of targets. B•Bs should be distributed by the coaches.)

(Break the class into groups of threes. Take three students in front of the class and explain the group position and each person's job.)

(Arrange your group of three in this manner.)

Person No. 1, is the shooter. His job is to shoot at the target.

Person No. 2, is the loader. For right shoulder shooter, he will be on the right side of the shooter. Opposite for left shoulder shooter. The loader's job is to cock the gun, hand it to the shooter for each shot and check to make sure the barrel is pointed in a safe direction at all times.

Person No. 3, is the spotter. This person is to the left of right shoulder shooters. The spotter's job is to spot where the shooter has hit the target. The spottter will call out the hit using the numbers of a clock. For example, if a shooter hits here (hold up a target and point to a position at 3 o'clock on the target) **you would call 3 o'clock for a hit here.** (Explain by example, using other points on the target as they relate to the numbers of a clock. **The spotter will also count the number of shots that have been fired.**

(Go back and explain each person"s job again. Ask if there are any questions. Now arrange the entire class in their groups. Make sure each group is on the firing line.)

(The ideal situation is to have one gun per each group of three, but many times this is impossible. Have as many firing points as you have guns. Arrange your groups as illustrated.)

CLASS ORGANIZATION

Basic Group of Three

1. Shooter
2. Loader
3. Spotter

Cocking of the Gun Procedure

1. Barrel up and down range.
2. Foot secures butt of gun on the floor
3. Pull cocking lever up until it clicks
4. Place lever back into lever grips

Passing the Gun from the Loader to the Shooter

1. Loader grips forearm of the gun with his left hand.
2. Pass the gun, barrel pointed down range.
3. Shooter takes the gun with the right hand, by the pistol grip of the rifle.

Group Position While Shooting

1. The shooter will hand the gun to the loader after each shot.
2. The loader then cocks the gun and hands it back to the shooter.
3. The spotter locates the hits on the target and calls where each B•B has hit. The spotter will use the numbers of a clock to locate the B•B hit areas.

Students not firing will be the safety watch dogs. Your job is to watch the shooting and note any safety infractions by the groups on the firing line.

(With your groups ready to go, have each shooter practice shouldering. Use the following commands: Shooters are standing.)

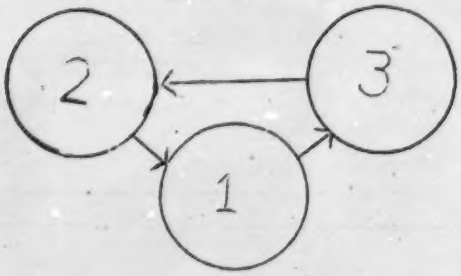
1. **Shooters—Take the gun in your left hand.**
2. **Wing the right arm up.**
3. **Place the butt of the gun in your shoulder pocket.**
4. **Right hand on the pistol grip—Finger off the trigger.**
5. **Keep the gun up. With both eyes open look at the front sight. Touch your cheek gently to the stock.**
6. **Move your left foot forward. Weight on your left foot.**
7. **Move the gun down to the shooting position.**

Now, let's rotate a new shooter up. This is how we will rotate.

1. **The shooter hands the gun to the loader.**
2. **The loader moves to the shooter's position.**
3. **The shooter moves into the spotter's position.**
4. **The spotter moves into the loader's position.**

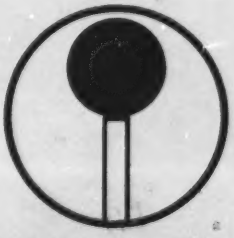
Now, new shooters, (repeat the shouldering exercise and rotation until each person has done the exercise.) (When one group finishes move a new group on the firing line and repeat rotation and shouldering until each person in the class has done the shouldering exercise.)

GROUP ROTATION



Now let's review the lollipop! (Refer to your sight picture chart.)

1. **This is our lollipop.**



PROPER SIGHT PICTURE

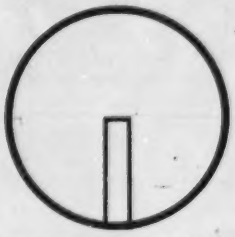
2. **Now we take the lollipop apart.**

POST FRONT SIGHT

3. **We also need a stick finder.**

PEEP REAR SIGHT

4. **What we have to do is find the lollipop stick by looking through the rear sight.** (Our stick finder.)



PROPER ALIGNMENT

5. **We next place the stick** (front sight) **on the lollipop** (bullseye).

PROPER SIGHT PICTURE

When we have the stick on the lollipop, we squeeze the trigger.

Are there any questions?

PRONE POSITION

We will all shoot from the prone position. Prone means to lie on your belly. We will shoot while lying on our bellies.

These are the prone positions. (Have a coach demonstrate while you explain the prone position.) (Use Shooting Position Chart.)

Regular Prone

1. **The body lies at a 45 degree angle with the target.**
2. **Your spine is straight.**
3. **Legs are well spread.**
4. **Both feet are as flat on the ground as possible.**
5. **The left elbow is well under the gun.**
6. **The rifle is gripped in a relaxed manner.**

Shooting

Now, all groups on the firing line. Groups not firing get into position on the ready line.

Shooters into the prone position. (Have coaches check the prone position and make corrections.)

Loaders—Pay attention. It is your job to cock the gun and hand it to the shooter. You will cock the gun, with the butt on the floor, barrel down range, pull the lever up until it clicks. Replace the lever into the lever grips. Hand the gun to the shooter, barrel down range. Now the shooter is ready to fire.

COCKING PROCEDURE

Spotters—Watch that target. Call out where the shooter has hit. Use the numbers on the clock to call the shots.

Squads Ready—

1. **Loaders, cock the guns.**
2. **Hand the guns to the shooters.**
3. **Shooters, align your sight, find that lollipop, fire when ready.**

(For each shot repeat the commands for the loader and shooter. Allow each person to fire three shots.)

When you have fired three shots, ground your gun. (Place it on the mat.) (When all guns are grounded, give the command.)

CEASE FIRE.

Shooters, get a new target. Go forward and change targets. (When all shooters have changed targets, give the command.)

Rotate

Shooter to spotter

Spotter to loader

Loader to shooter

(Begin again with the new shooter. Using the same commands, allow three shots, shooter changes targets, and you rotate. When everyone in your group has fired three shots, move that group off the firing line and a new group to the firing line. Then begin again.)

(Continue the firing and rotating until everyone in your class has fired three shots.)

(When the group has fired three shots from prone, tell each student to keep his target and bring the target next week.)

The next class will meet: Date _____,

Time _____ **Place** _____.

19

LESSON V

LESSON OUTLINE

1. Prone Positions ..... 10 min.
2. Review of Targets ..... 10 min.
3. Range Firing ..... 30 min.
4. Sight Adjustment ..... 10 min.

PURPOSE OF LESSON V

1. To teach two prone positions.
2. To fire for shot group.
3. To teach sight adjustment.
4. To teach corrective marksmanship.

PERSONNEL NEEDED

One Instructor—Three Assistants

EQUIPMENT NEEDED

All range equipment
Sight adjustment chart

Note: Range should be set up before class begins. Have sight adjustment chart posted.

REVIEW OF PRONE POSITIONS

Regular Prone (Use Shooting Position Chart.)

1. **Body lies at 45 degree angle with the target.**
2. **The spine is straight.**
3. **Legs are well spread.**
4. **Both feet are as flat on the ground as possible.**
5. **Left elbow is well under the gun.**
6. **The rifle is gripped in a relaxed manner.**

NEW PRONE POSITION

Bent-Leg Prone (Use Shooting Position Chart.)

(Have coach demonstrate bent leg prone position while you explain the following points.)

1. **Body lies at an angle of about 5 to 15 degrees with the line of aim.**
2. **The spine is straight.**
3. **Left leg is relaxed, parallel to the spine, toe pointed in.**
4. **Left heel does not touch the ground.**
5. **Right leg angles away from the spine, knee is bent, body rolled on left side.**
6. **Left elbow is directly under the rifle.**

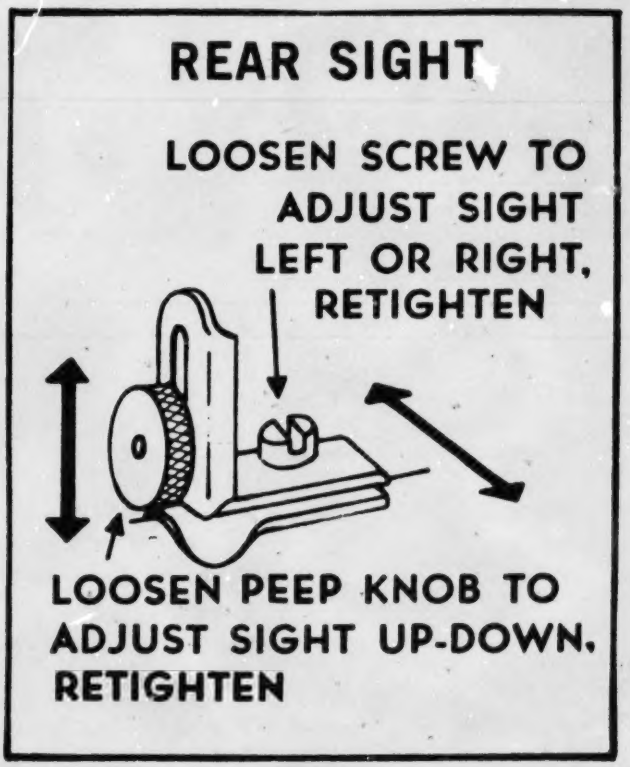
(Have your class get into their groups of three. Each student should practice each prone position.)

Last week you shot three times at a target. I told you to bring those targets here tonight. Get your targets and let's take a look at them. If your picture of the stick on the lollipop is correct, you should have your three shots close together. How many people have all three shots together?

(Note those youngsters that do not. These students do not have a correct sight picture and need extra help. Reteach them the lollipop sighting procedure. Assign one of your coaches to help these youngsters.)

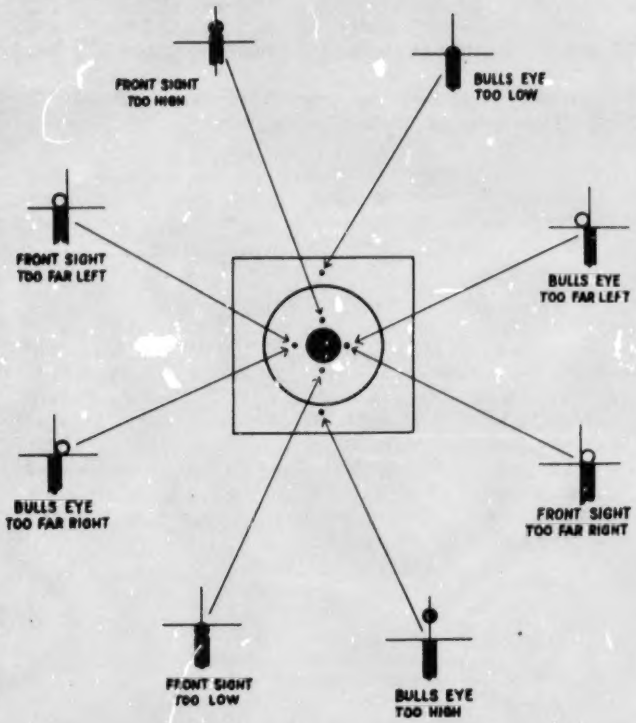
The people that have all shots together, pay attention. Your shots are what we call grouping. If you have a group of hits on the target and they are not in the center of the bullseye, you will have to adjust your sight. Do not change your picture of the lollipop. You will have to move your rear sight. The rear sight is moved up or down by loosening the sight and sliding the peep sight. (Demonstrate this.) **To move the rear sight left or right, you loosen the screw holding the sight to the gun and move the sight.** (Demonstrate this.)

Rear Sight Model 99 and 399



Let's all look at this chart.

Errors in Sight Picture
(Point to Wall Chart.)


FRONT SIGHT TOO HIGH
BULLS EYE TOO LOW
FRONT SIGHT TOO FAR LEFT
BULLS EYE TOO FAR LEFT
BULLS EYE TOO FAR RIGHT
FRONT SIGHT TOO FAR RIGHT
FRONT SIGHT TOO LOW
BULLS EYE TOO HIGH

This chart shows a hit on the target at points other than the bullseye. (Take time to explain each hit and why the B•B hit there. Follow the line and show the incorrect sight picture for each hit.)

GROUPING

A person that has all of his shots grouped together has a correct sight picture. This person needs to adjust his rear sight if he is not hitting in the 10 ring.

The rule for sight adjustment is this:

MOVE THE REAR SIGHT IN THE SAME DIRECTION YOU WANT THE B•B TO MOVE.

1. **If you want the B•B to hit further to the right, move the rear sight to the right.**
2. **If you want the B•B to hit further to the left, move the rear sight to the left.**
3. **If you want the B•B to hit higher on the target, move the rear sight up.**
4. **If you want the B•B to hit lower on the target, move the rear sight down.**

Remember, no matter where you move your sights, you always want to "put the stick on the lollipop."

The purpose of moving your sights is to have all your shots hitting in the center of the bullseye. You want to move your sights in the direction of the bullseye.

RANGE FIRING

(Put your class into their three man firing groups.)

(Have each person fire three shots from regular prone position. Rotate each shooter after each has fired three shots. Change each group after they have all fired three shots. After each person in the class has fired three shots, begin again with your three man groups and have each student fire from bent leg prone position, three shots. Continue to use your range commands. Continue to rotate each shooter after they have fired three times. Rotate your three man teams after each team member has fired three times. Fire until each student has fired three shots from each position.)

Next week we will have a test. This test will be 30 true and false questions. The test will cover everything we have learned so far.

From the results of your test and your shooting score, we will select (5, 10, or 15) students to be on our B•B gun team. This team will represent us in the State B•B Gun Match.

I want you all to study your Code of the Daisy Rifleman. If you know this code you will have little trouble scoring high on the test.

That's all for tonight.

The next class will meet: Date .....,

Time ....., Place .....

REFER TO LESSON VII

(Note in Lesson VII demonstrations will be given by youngsters on topics covered up to this point. Select in advance these youngsters to put on the various demonstrations, practicing at least twice before parents' night. Note in Lesson VII that certificates will have to be made out in advance for presentation to the students. At this time, write to Daisy for the Daisy 15 ft. Air Rifleman Patch. These patches will also be presented to your students. Carefully review Lesson VI and VII for details of the parents' night presentation.)

LESSON VI

LESSON OUTLINE

1. Review of fundamentals ..... 10 min.
2. Written test ..... 15 min.
3. Match ..... 20 min.
4. Parents' night ..... 15 min.

PURPOSE OF LESSON VI

1. To review Shooting Education fundamentals in preparation for testing.
2. To shoot under match conditions.
3. To test class Shooting Education fundamentals.
4. To prepare for parents' night.

PERSONNEL NEEDED

One Instructor—Six Assistants

EQUIPMENT NEEDED

All range equipment
Enough sheets of line paper for each student
Sharpened pencils, one per student
Flip charts

Note: Range should be set up before class begins.

REVIEW

(Review the following subjects with your class. If you need, refer to your flip charts for this review. Use Lesson I for review.)

1. Shotguns
   - A. Actions, types
   - B. Gauges
   - C. Shot sizes
   - D. Chokes
2. Rifles
   - A. Actions, types
   - B. Calibers
   - C. Difference between shotgun
3. Rules for proper gun handling.
4. Gun Carries
   - A. Different types
   - B. Zones of fire
5. Sight picture
   - A. Lollipop
   - B. Sight adjustment

TEST

(Give each student a piece of lined paper. Have them number from 1 to 30. Have them place their name and age in the upper right hand corner of the paper. Explain to the class the following:)

Each question is either True or False. If you think the statement that I read is True, make a capital "T" beside the number of the question. If you think the question is False, make a capital "F" beside the number of the question.

Let's all do number one together.

T 1. The most dangerous part of any gun is the end of the barrel.

(This statement is True, everyone mark number one with a capital "T.")

All right, you have at least one question correct. I will read each question twice. Remember, mark a capital "T" for True statements, and a capital "F" for false statements. Keep your eyes on your own paper.

Here we go.

F 2. Shotguns shoot small pellets called bullets.

T 3. A shotgun barrel is smooth inside.

F 4. A shotgun can shoot nearly three miles.

F 5. .30-06 is a popular shotgun gauge.

F 6. A shotgun that has a Damascus Barrel is safe to use with modern shotgun shells.

T 7. If your shotgun barrel becomes clogged with mud, you should not try to shoot.

T 8. Shotguns can fire bullets, these are called shotgun slugs.

F 9. It is a safe practice to carry both 20 and 12 gauge shells in your pocket at the same time.

T 10. The major difference between rifles and shotguns is the rifled barrel.

T 11. Bullet sizes are called calibers.

F 12. When a rifle has its safety in the "ON" position, this means it is impossible for the gun to fire.

T 13. A .22 rifle can fire a .22 caliber bullet further than one mile.

F 14. B-B guns are very safe and are called toys.

F 15. A good rule to remember is to treat every gun as if it were unloaded.

F 16. It is safe to shoot at water.

T 17. The first thing you do when picking up a gun is, Point the Barrel in a Safe Direction.

T. 18. We learned four different types of gun carries.

F 19. When carrying a gun in the field, you should keep your finger on the trigger ready to shoot.

T 20. How you carry your gun while hunting depends where your hunting partners are.

F 21. The "Marching" gun carry is good to use if you are the first person in a group of three people walking single file down a path.

T 22. When you are crossing a fence, you should unload your gun, and lay it on the other side of the fence before you cross over.

T 23. The Master Eye is the eye that looks straight ahead.

F 24. When we look for a good sight picture, we are trying to put the stick in the middle of the lollipop.

F 25. To be in the prone position, means to be on your back.

T 26. If we are shooting a group of shots that hits to the right of the bullseye, we should move our rear sight to the left.

T 27. A good shooting backstop is a hill free of rocks.

T 28. A 12 gauge shotgun shell has more pellets than a 20 gauge shell.

F 29. While hunting you should carry your gun with the safety "OFF."

T 30. When hunting on private land, you should ask permission before you hunt.

Check your papers to make sure all the questions have been answered. Are there any questions that need to be repeated?

Pass your paper up front. Pass your pencils up. Your test scores will be given to you at the next class meeting.

Now, it's time for the shooting match.

Get into your three man teams.

First group on the firing line.

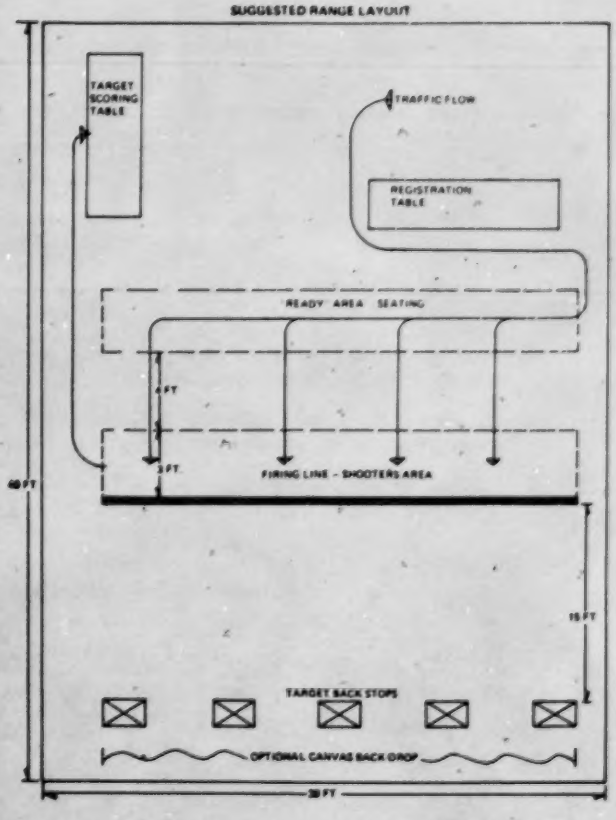
First shooter into prone position.

Each shooter will fire five shots.

When you have fired five shots, ground your gun.

When you go forward to change targets, bring your target to this table for scoring.

RANGE SET-UP



Shooter Ready.

Loaders Ready.

Spotters Ready.

Loaders, cock the rifles.

Hand the rifles to the shooters.

Shooters, align your sights and fire when ready.

(You may give your class the option to continue firing without further commands and ground the guns when they have finished firing five shots. Or you may want your class to fire each shot on your commands. You are the best judge for this decision. If you allow your class to fire five shots without commands for each shot, tell them.)

Each shooter will fire five shots without further commands. After each shot, hand the gun to the loader. Loaders will cock the gun and hand it to the shooter. You may shoot at your own speed. When you have fired five shots, ground your gun.

(Continue to fire until each student in your class has fired five shots from the prone position.)

(After each person has fired his five shots, have him sign his target and bring it to the scorer's table.)

(Take the tests and the fired targets home and score them. Arrange a score sheet for each student in your class.)

ILLUSTRATION

Name	Test	Target	Total
F. Smith	30	45	75
J. Doe	20	30	50
M. Brown	25	15	40

(From your test score and target score, select your top shooters to be on your shooting team.) (You may select as many people as you want. We recommend that you select no fewer than 7 and no more than 20.)

(After each person has fired his five shots, have him sign his target and bring it to the scorers table.)

PREPARE FOR PARENTS' NIGHT

(After the match is over, assign students the different demonstrations for parents' night. Refer to lesson seven for this.) You will need:

1. Student to show and explain the parts of a gun. (Any gun can be used, rifle, shotgun, or B•B gun, use one.)
2. Student to show and explain the different types of shotguns. Have them explain the differences.
3. Student to show and explain the different types of rifles.
4. Student to show different shotgun shells. Explain why you carry only one gauge shell while shooting or hunting.
5. Student to show different rifle ammunition. Explain that size of shell determines the power of the shell.
6. Two students to show the four gun carries.
7. Three students to show the zones of fire and demonstrate "Freeze Game."
8. Student to explain the lollipop sighting method. Use sighting chart.
9. Three students to show firing from the prone position. Have each student fire three shots.
10. One student to read the Code of the Daisy Rifleman.

Select your students for each of the above and practice their part in the program for the next thirty minutes. Have the students come thirty minutes early for parents' night. This will be a final practice session.

LESSON VII

LESSON OUTLINE

1. Welcome Address ..... 10 min.
2. Student Demonstrations ..... 20 min.
3. Awarding of Certificates ..... 10 min.
4. Team Selection Announcements ..... 10 min.
5. Recognition of Program Sponsors ..... 10 min.

PURPOSE OF LESSON VII

1. To inform parents of student activities during the past six weeks.
2. To achieve better community relationships.
3. To recognize program sponsors.
4. To announce the selection for shooting team tryout members.
5. To present certificates and awards to all students completing the Shooting Education Course.

PERSONNEL NEEDED

All persons that were involved in the program during the past six weeks.

EQUIPMENT NEEDED

All equipment used to date. This to include:

All shotguns

All rifles

Samples of ammunition for the shotgun and rifle

B•B guns

Wall charts

Shooting Range (set up)

WELCOME

(Have the president of your club, principal of your school, or outstanding community figure, make the ten minute welcome address. Keep the address to ten minutes; no longer. Have the speaker touch on these topics:)

I. What your children have learned during the past six weeks.

   A. A lifetime sport.

      1. The carry over values of a lifetime sport:

         a. Lifetime sports have no sex barrier.

         b. They have no age barrier.

         c. They have no physical ability barrier.

         d. Shooting is fun for everyone.

II. Values of a shooting program.

   A. Programs helping the community.

   B. Providing leadership for youngsters.

PRESENTATION OF STUDENT DEMONSTRATIONS

(Select in advance, youngsters to demonstrate what they have learned during the past six lessons. Topics to be demonstrated are:)

1. Parts of a gun.
2. Types of shotguns.
3. Types of rifles.
4. Shotgun gauges.
5. Rifle ammunition calibers.
6. The four types of gun carries.
7. Zones of fire.
8. The proper procedure to sight a gun.
9. Demonstrate live firing, using a selected group of three individuals shooting from the prone position.
10. Select a student to recite or read the ten rules for safe gun handling.

(Select one or more students for each segment of this presentation. Try to involve as many of your students as possible.)

PRESENTATION OF CERTIFICATES AND PATCHES

(Make certain that you have the certificates made out. Include the student's name on each certificate. Call each student forward by name and present him the certificate and Daisy 15 ft. Air Rifleman Patch.)

ANNOUNCEMENT OF TEAM TRYOUT QUALIFIERS

(Prepare in advance the score sheet of test and shooting results. Have these ready for posting and student, parent inspection. Also for your own protection have a copy of the test, the answers, and give each student his corrected test. Along with this have his target with his test. Bear in mind that parents place an adult value on their children's activities. Be completely prepared to justify your selection of these B•B gun team tryout members. Know in advance the number of youngsters you will select for your tryouts. Select no less than seven and no more than twenty.)

PROGRAM

The following students have qualified for our B•B gun team tryouts. These students scored the highest on the written test and scored highest on the shooting phase of this program.

At this time, I would like the following students to come forward. Please save your applause until all the students are called up front. Now here are the names of the students from this class that have qualified for our (club or school) **B•B team tryouts.** (Call each student forward, shake their hand, and have them turn and face the audience.) (Once all students are forward say:) **"Now let's have a nice round of applause for these youngsters who have qualified through their knowledge of correct gun handling and their ability at marksmanship to tryout for our B•B gun team.** (After the applause say:) **"These people will meet with us to prepare for the State B•B Gun Match." Date of the match and the site will be announced later.**

"I would like to tell you that if we win the State Match, we will represent our entire state (name of the state) at the International B•B Gun Match.

Date ....., Time .....,

Place .....

It certainly has been a pleasure for us to have had the opportunity to work with your youngsters and help them learn a life time sport and also to know that they will be safe gun handlers once they are in the field and once they are shooting for a recreational activity.

That's it for the evening, folks. Thank you for attending.

NOTES

LESSON VIII

LESSON OUTLINE

1. Review of sight adjustment ..... 10 min.
2. Teaching breath and trigger control ..... 20 min.
3. Teaching the two sitting positions ..... 10 min.
4. Live firing from the sitting positions ..... 30 min.

PURPOSE OF LESSON VIII

1. To teach each student proper sight adjustment.
2. To teach each student correct breath and trigger control.
3. To teach each student the correct positions for shooting from the sitting position.
4. To give experience in firing from the sitting positions.

PERSONNEL NEEDED

One Instructor—Three Assistants

EQUIPMENT NEEDED

All range equipment
The position chart
Sight adjustment chart
B•B guns
B•Bs
Targets

Note to the Instructor: The range should be set up prior to the class and all B•B guns checked and oiled.

REVIEW OF SIGHT ADJUSTMENT

As we told you earlier, in order to have your B•Bs hitting in the bullseye, it is important that you have a correct sight picture. Once you have a correct sight picture, your next step is sight adjustment. Remember, the rule for sight adjustment is: Move the rear sight in the direction that you want the B•B to hit on the target. What you are trying to do is have all of your B•Bs hit the 10 ring on the target.

For example, if the B•B is hitting high to the right of the target, in which direction would we move the rear sight? (Pause and wait for an answer from one of the students in your group.) **We want to move the rear sight down and to the left. It is possible that you may have to move your sight as many as five times before you have the B•B striking exactly in the center of the 10 ring.**

Let's look at our sighting chart and review our lollipop theory. (Refer to the sighting chart and quickly review the lollipop theory, placing the lollipop stick (front sight), on the lollipop (the bullseye), by finding the stick through your stick finder (the rear sight). (Mention to your students that for the next lessons we will be using only the peep sight.)

MATCH RANGE PROCEDURES

(Now move your groups to the firing points, in groups of three students, and allow each student to fire five shots from the prone position. Have the students select the prone position, bent leg prone, or regular prone, depending upon which one they choose to shoot from. Give your students the proper range commands. From here on in, you are training your youngsters to compete. Therefore, they must learn the correct range commands. Refer to your Official Rules for the Jaycee State and International B•B Gun Matches for rules that govern the shooting and also for the correct procedure to use for match firing. The rules may be obtained by writing to the (Training Services Office, Daisy Division, Victor Comptometer Corporation, P.O. Box 220, Rogers, Arkansas 72756). You will also note that the rules are contained in your Official U.S. Jaycee Shooting Education Manual.)

Now let's look at the rules which govern how the matches will be run. (Have your youngsters shoot according to these following range commands:)

When the first shooter is ready to go to the firing line, I will command:

"Relay No. 1 On The Firing Line."

The first shooter will move into position with the person cocking the gun on the right hand side if he is a right hand shooter, and the spotter to the left. The shooter will not handle the gun until the latter part of the preparation period. The range officer, who is in command (which is the instructor), **says, "The preparation period starts now." Check down range to make sure that you are on the correct firing point and your target is up. After you are sure that you are at the correct firing point and your target is in position, the shooters may handle the uncocked gun while getting into position.**

(Again advise your shooters that they are shooting from the prone position. Tell them the number of shots and caution them to always keep the muzzle pointed down range at all times.)

At the end of the one minute preparation period, the command, "The preparation period has ended," is given. (After making sure that the range is clear, give the command in the form of a question.) **"Is the line ready?" Any competitor who is not ready or has his target not properly positioned, will raise his arm and call, "Not Ready on Target, give the number of the target."** (The chief range officer will immediately state), **"The line is not ready." The instructor or assistant coach should investigate to find out what the difficulty is at this particular target.** (When the situation has been corrected, the instructor or chief range officer calls), **"The line is ready." All students should now be in position and ready to fire. The commands are given:**

"Ready on the right."

"Ready on the left."

The guns which have been loaded in advance must now be cocked, the range officer will command, "Cock the Guns." As soon as the guns have been cocked, return the guns to the shooter. The command is now given, "Ready on the firing line." "All competitors will now fire their fouling shot." This shot is fired either in the sighting target or to the side of the target box. It is not fired at the target itself. The reason for the fouling shot is to make sure that the gun is working properly and to eliminate the possibility of any gun firing a double shot. After the fouling shot has been fired, the instructor inquires, "Is the line clear?" If the line is clear, the command is given, "Commence Firing." After this command, the firing begins and continues until the number of shots indicated have been fired. At the end of the firing, the guns are grounded and students finished, may now leave the line, and go back behind the ready line.

At the end of a ten minute period, the range officer gives the command, "Cease Firing." The command is given, "Clear All Guns." (The "Cease Firing" command may be given as soon as the instructor or chief range officer sees that everyone on the line is finished and has been removed from the firing line.) **The command, "Clear All Guns," is given. If the gun has been cocked and has not been fired and the "Cease Firing" command has been given, any unfired B•Bs will be reported and that gun will be fired into the target backstop.**

The next command that is given, "Is the line safe?" As soon as the line is safe and all competitors for the first relay are finished, the command is given, "Go forward and change targets. (As soon as the targets have been changed the command is given,) **"Relay No. 2 to the firing line." This means that those youngsters in your group should now rotate and the loader now becomes the shooter, the shooter becomes the spotter, and the spotter becomes the loader. To begin again, repeat the commands so that each youngster is familiar with the commands for range firing. These commands will be the official commands for the State and International B•B Gun Matches.** (Have each youngster fire five shots from the prone position.) (Once all the shots have been fired, pull the targets and take some time to review each youngster's targets, pointing out where they have made mistakes.)

BREATH AND TRIGGER SQUEEZE CONTROL

Prior to this time, we have not talked about the importance of breathing or trigger control. As we have indicated earlier, trigger squeeze is very important to shoot a good group. By the same token, breathing is very important. The rule for correct breathing is: Take a larger than normal breath, then let half of that breath out, hold that half, sight and squeeze the trigger while holding your breath. The reason you do not breathe while shooting from the prone position is the fact that the expansion of your chest will cause you to rise in your shooting position. (Have your youngsters practice taking a larger than normal breath, exhaling half of that breath and holding the remaining half until they have fired the shot.) **Just as important as breath control is trigger control. The trigger itself should be squeezed using the first joint of the first finger. This trigger squeeze is a steady pull on the trigger, straight back toward the eye of the shooter. If the trigger is jerked or squeezed quickly, the shot will hit to the right of the bullseye.**

(No matter what position your youngsters are shooting from, have them practice breath control and trigger squeeze.)

THE SITTING POSITIONS

(Have your youngsters assemble in a circle, using an assistant coach, demonstrate the two popular sitting positions.) (Use Shooting Position Chart.)

The first position is called the "Open Leg." (Refer to your shooting chart while explaining this position and having your assistant coach demonstrate it.)

1. **Right hand shooters sit half face to the right of line of aim.** (Left hand shooters sit half face to the left.)
2. **Feet are well apart with heels dug in.**
3. **The back is leaned forward.**
4. **Rest your elbows on the inside of the knees.**

(Have your assistant coach demonstrate this position using the Model 99 B•B Gun.)

(Using your assistant coach, demonstrate the "Crossed Leg" sitting position.)

1. **The body of a right hand shooter faces 30 degrees right of the line of aim.** (Left hand shooters will face to the left and change the following instructions accordingly.)
2. **The legs are crossed.**
3. **Outside of each foot rests on the ground and supports the knees.**
4. **Elbows are placed on or near the knees and form triangles to support the rifle.**
5. **Left elbow is directly under the rifle.**

(Have your assistant coach demonstrate this procedure and have the youngsters look at the chart as you point out each position number. Emphasize to your youngsters that they are not permitted by the rules to allow their knees to go all the way down and touch the floor. The feet are crossed and the knees must support the arms. The knees are not allowed to touch the floor or mat. Have your youngsters go back into their original shooting team and fire from both sitting positions, five shots from both positions.)

(After each youngster has fired from either one of the two positions, the open leg sitting position or the crossed leg sitting position, they will determine for themselves which position is more comfortable and gives them the most support. Have them make a selection as to which sitting position they plan to shoot from.)

(Have each youngster shoot five shots from his chosen position, using the range commands that have been stated earlier. After each youngster has completed firing five shots from this sitting position, the class period will be ended. Collect the targets from the youngsters and take these targets home to analyze. Note youngsters that are having difficulty zeroing the shots into the 10 ring.)

Announce the time, place, and date of the next meeting.

LESSON IX

LESSON OUTLINE

1. Instruction Kneeling Positions ..... 10 min.
2. Firing from Kneeling Positions ..... 20 min.
3. Instruction Standing Positions ..... 10 min.
4. Firing from Standing Positions ..... 20 min.
5. Firing for Qualification from Prone and Sitting ..... 20 min.

PURPOSE OF LESSON IX

1. To teach proper kneeling positions.
2. To teach proper standing positions.
3. To have the youngsters fire 10 qualification rounds from the prone and sitting positions.

Second Phase:

Have each youngster fire ten shots from both the prone and sitting positions. Emphasize to these youngsters that these are qualification rounds that will be used to determine which of the youngsters are selected as the final team members.

PERSONNEL NEEDED

One Instructor—Three Assistants

EQUIPMENT NEEDED

Complete range equipment
Position chart

Note to the Instructor: Have the range set up prior to shooting, have the guns ready and oiled for use.

THE KNEELING POSITION

(Using your assistant coach and referring to the shooting chart, explain to your youngsters the two types of kneeling positions.)

Let's look at "Low Kneeling." (With the instructor demonstrating, emphasize the six points of this position.)

1. **Right hand shooters reach a kneeling position by half facing to the right of the line of aim and dropping to the right knee.** (Left hand shooters will half face to the left, use the left knee, and change the following instructions accordingly.)
2. **The left foot is extended as far forward as is comfortable.**
3. **The right leg is placed flat on the floor or ground.**
4. **The shooter sits on the right foot which is flat on the ground, rotated inward.**
5. **The right elbow is free and not supported.**
6. **The left knee supports the left elbow.**

(Have your shooters go through this exercise themselves while you emphasize the points. You will find that for some shooters, it is very difficult to sit on their foot.)

(For the "High Kneeling" position have your assistant coach go through the exercise, demonstrating the five points of "High Kneeling." Refer to your shooting chart for the students.)

1. **Right hand shooter kneels half face to the right of line of aim.** (Left hand shooters will half face to the left and change the following instructions accordingly.)

(Kneeling half face to the right means to kneel half faced to the right of the target.)

2. **Rest on the right knee which is well under the right arm.** (Shooter may sit on right heel if necessary.)
3. **Left knee is bent so lower leg is straight up and down and in a down position.**
4. **Left arm is well under the gun.**
5. **Left elbow rests on the left knee inside and in front of the kneecap.**

(Now have your shooters arrange themselves in their shooting groups and have each shooter fire five shots from each of the kneeling positions. Use the range commands to control the firing sequences.)

INSTRUCTION OF THE STANDING POSITIONS

(After your shooters have completed shooting from the kneeling position, have them gather again for a demonstration of the two types of standing positions.)

(Again, using your assistant coach to demonstrate, refer to the shooting chart for the six points of teaching for the "International Standing Position.")

1. **Right hand shooter stands facing to the right of the line of aim.** (Left hand shooters stand to the left of the line of aim, and will change the following instructions accordingly.)
2. **Legs are straight but knees are not in a locked position.**
3. **The left elbow is directly under the gun.**
4. **The left hip is thrust forward to support the left elbow.**
5. **Left hand is spread along the forearm supported by the fingers with the thumb supporting the trigger guard.**
6. **Weight is shifted to the left foot with body moving away from the target.**

(Have your instructor emphasize the six points again using your assistant coach, and emphasizing the six points as they appear on the shooting position chart.)

(Now have your assistant coach demonstrate the "Army Standing Position.")

1. **Right hand shooters stand half face to the right of the line of aim.** (Left hand shooters will half face to the left and change the following instructions accordingly.)

2. **The feet are spread from one to two feet apart.**

3. **Body is erect and well balanced.**

4. **Left elbow is well under the gun.**

5. **Forearm of the gun should rest in the palm of the left hand.**

6. **Gun butt should be held firmly in shoulder pocket.**

7. **Right hand should grip the gun at the pistol grip with the thumb wrapped over the top of the grip.**

8. **Right elbow should be shoulder height.**

(Go over these eight points once again using your assistant coach as a demonstration model.)

(Have your youngsters arrange themselves in their shooting group and have each person in the group shoot five shots from each of the two standing positions. Use again the range commands which will be used for match shooting.)

QUALIFICATION MATCH SHOOTING FROM THE PRONE AND SITTING POSITIONS

(Emphasize to your youngsters that they will fire ten shots for qualification scores. If at all possible, you should have the Official Ten Bull Match Target. If you do not have the Official Ten Bull Match Target, your youngsters may fire at the Five Bull or the Single Bull Target. Please bear in mind that the more shots you have appearing on one bullseye, the more difficult it is to score these targets.)

(It is ideal to use the Official Ten Bull Match Target for qualification rounds. These match targets can be obtained from Daisy.)

(Have your youngsters align themselves in their shooting groups and allow approximately three minutes for them to sight their guns in, allowing practice firing under supervision but without range commands. When the three minute sighting in period has ended, call them to order and give the range commands for shooting 10 shots from the prone position.)

(Continue this shooting under match conditions until each of your youngsters has fired ten shots from this prone position. When this is ended, collect all the targets and give your youngsters approximately a five minute rest period, then move directly into firing for qualification in the sitting position.)

(Once again have your youngsters fire ten shots from the sitting positions under match conditions. Once this has ended, collect all the targets and end the class. Take these targets home with you and score them yourself. Arrange a scoring sheet similar to the sheet you made for the test and target scores for your original class. Prepare the sheet so that next week you may post the scores, give each youngster their targets, showing them the corrections they should make in order to shoot better scores. Rank the shooters on your scoring sheet according to how they have finished.)

Announce the time, place and date of your next meeting.

CODE OF THE DAISY OUTDOOR CITIZEN

1. Respect both public and private property. Always request permission to be on private property.

2. Do not litter. Always leave the area as clean or cleaner than you found it.

3. Always observe fire precautions. One spark can destroy a lifetime of work.

4. Do not trample crops or take any produce. If you want any produce, buy it from the landowner.

5. Respect fences—use a gate whenever possible.

6. Park your vehicle so it will not block a gate, road, or animal runway.

7. Extend courtesy to others; in the field and on the water.

8. Control your pets—never allow them to be a nuisance.

9. Never molest wildlife.

10. Always practice conservation and help ecology.

LESSON X

LESSON OUTLINE

1. How to score targets ..... 10 min.
2. How to use a sling ..... 20 min.
3. Fire for qualification ..... 30 min.

PURPOSE OF LESSON X

1. To teach target scoring.
2. To teach use of a sling.
3. To fire for qualification from all four positions.

PERSONNEL NEEDED

One Instructor—Three Assistants

EQUIPMENT NEEDED

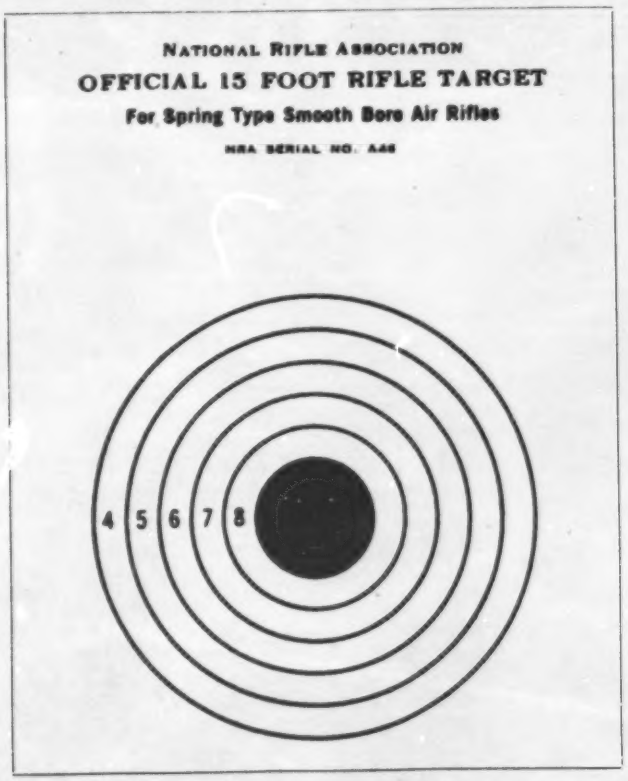
All range equipment
One Blackboard
One E-Z Scoring Gauge
Enough Slings for All B•B Guns

SCORING OF TARGETS

Each of you should know how to score your own target and score the target correctly.

Each ring of a target has a value. The 15 ft. B•B gun target has rings that range from 4 to 10 in value. Naturally we all want to score 10 each time we shoot, but many times we do not.

Let's look at the target. (On the blackboard, draw a 15 ft. B•B gun target. Color in the 9 and 10 rings of this target.)



You will note that each ring is worth so many points. Starting on the outside going to the center, each ring is worth 4-5-6-7-8-9 and 10 points. The ring in which your B•B strikes naturally tells you what your score is for that shot. If the B•B strikes here in the 5 ring, you get five points. Scoring shots that fall completely inside a ring give you no problem when scoring. But shots that fall between rings give the problems. The rule for scoring shots falling between rings is, "You will award the score of the higher ring for shots between rings." For example, (Show this on blackboard) **if a shot falls between the 7 and 8 rings, here—the score would be eight. Another problem arises when the shot is close to touching the next highest ring but you are not certain it does. The rule for this type of situation is this, "If the shot touches or cuts into the ring of the next highest score, the higher score is awarded for that shot." Here is a situation where the scoring gauge comes in handy.** (Show your E-Z Scoring Gauge). **This gauge is the same size as our B•B. When we place this gauge in the hole on the target, the glass around the gauge magnifies the hole and the scoring rings. Using the gauge, we can tell whether the B•B has touched or cut the ring of the higher circle.**

Each target is scored by its exact value. For example, if the person shooting hits the 8 ring, an 8 is marked at the right corner below the 4 ring. (Show this using the blackboard.)

Today we want all of you to score your own targets. This will give you good practice.

USE OF A SLING

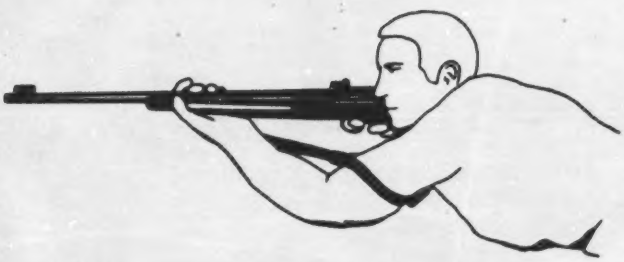
There are two types of slings that can be used with our Daisy B•B Guns. The Model 99 comes with a web sling. (Hold up a Model 99 and show this sling.) **The other type is a regular match shooting sling.** (Hold up this type of sling.)

The purpose of the sling is to hold the gun in a steady position by attaching the sling to both your arm and around your hand that supports the gun forearm. (Using the Model 99 with the standard web sling demonstrate the following:)

To use this sling:

1. **Loosen the clasp and let the sling hang loose.**
2. **Give the loop, formed by the clasp, a half turn before the hand enters the loop.**

3. **Slide the loop onto the arm to the bicept.**
4. **Now assume the prone position.**
5. **Tighten the loop on the bicept so the loop does not slip.**
6. **The left hand is swung over the sling.**



(Point out that this basic sling position is used for all four shooting positions. Also emphasize that this sling while in use must be short to be effective.)

This may feel uncomfortable at first, but after a while you will get used to it.

Remember, the sling is used to give you better support of the rifle. (Have your students practice getting into the proper prone position using the sling for the next ten minutes.)

FIRE FOR QUALIFICATION

(Have your class get into their shooting groups. Have each student fire 10 shots from each position. If possible, use the Ten Bull Match Target. Use range commands.) Begin with:

Prone

Sitting

Kneeling

Standing

(When each student has fired ten shots from each of the four positions, have them score their own targets.)

(Collect the targets and dismiss the class. Take the targets home and check each for accuracy. Place the scores of each shooter on your master score sheet.)

(Announce the time, place, and date of your next meeting.)

(Lesson Ten ends the series of formal lessons. From now until the State Match, you will want to have your shooters fire on a regular once a week basis. You may wish to select your final team members and work only with them. An official B•B gun team is made up of seven members; five team members and two alternates. Carefully review the Official Rules for the B•B Gun Matches. These rules contain a lot of important information.)

(For the rest of your practice work, continue to review the basic fundamentals of good marksmanship.)

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I N D E X

SHOOTING EDUCATION 10-LESSON GUIDE

SUBJECT	PAGE
Breath Control	24
Calibers	3
Chokes - Shotguns	2
Class Organization	13-14-15-16
CO_2 Guns	9
Damascus Barrels	2
Dominant Eye	9-10
Gun Carries - Types	5-6
Gunology	2
Instructions for Teaching	Foreword
Kneeling Position	25
Parent's Night	21-22
Pneumatic Guns	3
Prone Position	16-17
Range Commands	23-24
Rifles - Types	3
Rules for Proper Gun Handling	3-4
Shotguns - Types	2
A. Gauges	2
B. Shot	2
Shouldering of a Gun	10-11
Sighting	11
A. Alignment	11
B. Chart	12
Adjustment	17-18-23
Sitting Position	24
Sling — Use of	27-28
Standing Position	25-26
Target Scoring	27
Trigger Squeeze	24
Zones of Fire	6-7

WE, THE YOUTHS OF AMERICA — believe in these our rights; the right to Liberty, hard won by our forefathers + the right to happiness that comes with the growth of a healthy body and mind + the right to training, thoughtfully planned by parents, school and church + the right to opportunity, to live, learn, play and grow up in the time-honored traditions of a free people + and the right to learn to shoot safely. ¶ We recognize and accept the responsibility imposed by those Rights. But until we are old enough to vote we expect YOU, our fathers and mothers and other citizens who elect America's city, county, state and federal officers to be eternally vigilant that our Rights be not abridged!

"... THE RIGHTS OF THE PEOPLE TO KEEP AND BEAR ARMS SHALL NOT BE INFRINGED"
(Quotation from the second Amendment to the United States Constitution)

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